

STATE COUNCIL OF EDUCATION RESEARCH AND TRAINING
VARUN MARG, DEFENCE COLONY, NEW DELHI-110024

F. No. – Misc./DD/Admin/2021/ 4799-4828

Date: 11/07/22

Order

Subject: Nodal officers for major action points emerged for State for immediate action on NEP implementation.

A meeting for sharing the action points from the Chief Secretaries Conference which was held from 15th to 17th June, 2022 was held virtually under the chairpersonship of Ms. Anita Karwal, Secretary (SE&L), MoE on 28th June, 2022. The meeting was attended by State Education Secretaries, State Project Directors, Director SCERTs, DIET faculties and representatives of autonomous bodies.

One of the major themes discussed during the CS conference was implementation of NEP. The presentations were therefore categorized in three broad themes, i.e.

1. The NEP School
2. The NEP Teacher
3. The NEP Child

During the conference certain important directions were given by the Hon'ble Prime Minister with respect to School Education and following major action points have emerged for States and UTs for immediate action:

1. The NEP School

The objective of this session was to transform every school in the country to a thinking, engaging and joyful School that is able to impart qualitative education through motivated and accomplished teachers and modern infrastructure. Further, every child should have access to quality pre-school education and no child should be out of school.

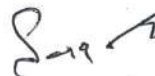
I. Parent Awareness Drives

Create awareness about the education of the child among parents so that they can contribute to the quality of education of their child.

Nodal Officer Assigned: Dr. Ritika Dabas

II. Twining of Private and Government Schools

Institutionalize the practice where private schools adopt a remote school as part of their social obligation. Teacher exposure visits between the private schools and government schools, hosting of government school students by private school students and joint sports competitions



between the private and government schools should also be explored to increase exposure for both sets of students.

Nodal Officer Assigned: Ms. Pooja Rani

III. Optimal utilization of resources

Inspiration may be drawn from Hon'ble ex-President Dr. APJ Abdul Kalam to use 'Providing Urban Amenities to Rural Areas' (PURA) concepts for optimal utilization of infrastructure resources. Delhi State may systematically plan for optimizing the utilization of resources.

Nodal Officer Assigned: Ms. Pooja Rani

IV. Greater integration between Schools and Anganwadi centres

There should be greater integration between schools and Anganwadi centres, with teacher and student exchange programmes being organised. The students from Anganwadis should be taken to nearby primary schools where they should be given a platform to perform a song in front of all of the students and teachers every week. This will give confidence to the students and prepare them for school. The teachers from primary schools should also visit the Anganwadis to orient the Anganwadi workers on teaching and learning for pre-school children.

Nodal Officer Assigned: Dr. Ritika Dabas

V. Twining/adoption of Anganwadi by nearby schools

Come up with a plan for adoption of Anganwadis by nearby schools.

Nodal Officer Assigned: Dr. Ritika Dabas

VI. Organize Hackathon

Organize Hackathons where students should provide innovative solutions to a variety of real life problem statements created by different departments of States/UTs. Many of these solutions could be adopted, scaled and implemented to solve long standing problems.

Nodal Officer Assigned: Dr. Abha Sharma

VII. Continuous undertaking of micro-improvements

Continuously undertake small improvements, new initiatives, small pilots, etc., which can later be examined for replication.

Nodal Officer Assigned: Dr. Nandita Deb

VIII. Activation of Tithi Bhojan concept

Tithi Bhojan concept must be activated as 'sabka prayaas' to ensure additional and supplementary nutrition for the school going children.

Nodal Officer Assigned: Dr. H.L. Khatri

In addition to above following priority areas have been identified for Delhi state:

- IX. Focus of all be on improvement in Gross Enrollment Ratio and Reduction in Dropout rate at secondary grades to ensure compliance to SDG 4 (sustainable development goals).**

Nodal Officer Assigned: Dr. Bindu Saxena

- X. Effective convergence with Women and Child Department and **capacity building of Anganwadi workers** is the key for providing **universal access to quality, Early Childhood and Education (ECCE)**

Nodal Officer Assigned: Dr. Ritika Dabas

- XI. State need to take up a **comprehensive review of school buildings** and requirements in order to ensure availability of functional gender segregated toilets, ramps, potable drinking water, sports and library facilities, electricity, etc. in every school to help retention of students.

Nodal Officer Assigned: Mr. Tahir Husen

- XII. To ensure equitable and inclusive education, all states and UTs must focus on **girl child education and inclusion of Divyang students.**

Nodal Officer Assigned: Dr. Sunil Nandal

- XIII. India's rank and score in **Human Development Index (HDI) and Human Capital Index (NCI)** require radical improvement. Hence, State would need to maintain age specific enrolment ratio and improve learning levels to maintain the status.

Nodal Officer Assigned: Dr. Nahar Singh

- XIV. Development of Student, teacher and School Registry on priority to ensure end to end tracking of students so that the interventions designed are based on real time data and facts

Nodal Officer Assigned: NA

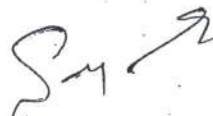
- XV. Delhi Must move towards setting up **School Standards Setting Authority (SSSA)** to infuse transparency, accountability and public awareness in the system through public disclosures.

Nodal Officer Assigned: Dr. Anil kumar

2. The NEP Teacher

The session highlighted the importance of teachers as education in any school is as good as its teachers. Quality of teachers can be improved through systematic pre-service and in service education. However, it is the quality of the classroom transactions that will lead to the holistic growth and development of the child. Therefore the objective of the session is to bring focus on the development of competencies, abilities and capacities of the teachers to deliver in accordance with the provisions of the NEP and overall growth of the child.

Following action points have been emphasized by the Hon'ble Prime Minister



I. Solving the challenge of Proxy Teachers

A large photograph of the permanent teacher may be displayed in the classroom. Under this, the parents should confirm whether the permanent teacher is teaching in the class or a proxy from their child and report it back.

Nodal Officer Assigned: NA

II. Campus Based recruitment drive for Teacher Education Institutions

Explore the feasibility of a campus based recruitment drive as done in technical colleges for Teacher Education Institutions where the recruiters could come to hire the best pre-service teachers.

Nodal Officer Assigned: NA

III. Regular e-training of Teachers

Promote regular e-training of teachers to build their capacities.

Nodal Officer Assigned: Dr. V. K. Pathak

IV. Mentoring by Retired Teachers

Invite retired outstanding teachers for mentoring a cluster of schools and motivating its teachers to excel. The mentors may be supported by arranging stay, boarding and travelling for them.

Nodal Officer Assigned: Dr. Manisha Taneja

V. No Single Teacher Schools

All efforts to be made to do away with single teacher schools while at the same time providing adequate amenities in the school.

Nodal Officer Assigned: NA

VI. Preparation of engaging e-content

Encourage teachers to contribute high quality content in various forms such as animation, mono-acting, drama, dialogues etc. to make teaching and learning more engaging for TV driven education. Handsome reward money may also be placed to incentivise teachers.

Nodal Officer Assigned: Dr. Sonu Lal Gupta

In addition to above following priority areas have been identified for Delhi:

VII. Need to ensure an online and transparent system of teacher recruitment to build the permanent and professional cadre of teachers

Nodal Officer Assigned: NA

VIII. Existing teachers would need to be deployed rationally to maintain the requisite PTR in all schools and to ensure that there are no single teacher schools in the country. In 2022-23 states/UTs may take this up on priority.

Nodal Officer Assigned: NA

IX. Comprehensive review of existing teacher education institutions (TEIs) as per norms and standards set by the NCTE is required to be done and stringent action against the non-compliant TEIs must be taken.

Nodal Officer Assigned: Dr. Mukesh Yadav

- X. Conduct Training Need Analysis (TNA) of teachers so that teacher training can be customised accordingly in order to build the capacities of existing teachers as per their own requirements.

Nodal Officer Assigned: Dr. V. K. Pathak

- XI. A teacher's registry may be set up and maintained to track the competencies of teachers and ensure professional standards of teachers.

Nodal Officer Assigned: Dr. V. K. Pathak

- XII. NEP 2020 puts lots of focus on SCERTs as the academic authority of the states. SCERTs are also the nodal agencies for development of State Curriculum Framework (SCF) and thereafter, making textbooks etc. As such, the vacant positions of SCERTs may be filled on priority to strengthen them.

Nodal Officer Assigned: Dr. Nahar Singh

- XIII. Capacities of DIETs may be strengthened so as to equip them for monitoring of Learning Outcomes at BRC/CRC/School levels.

Nodal Officer Assigned: Dr. Suman Nehra

3. The NEP Child

The objective of this session was to provoke meaningful deliberation on the need for foundational skills to be developed in every child and to enable the child to imbibe competencies, skills and abilities to become future ready and lifelong learner. The child should have the 21st century skills to be able to handle the disruptive changes in technologies and in the socio-economic dynamics to become a global citizen who is rooted firmly in the Indian ethos.

Following action points have been emphasized by the Hon'ble Prime Minister

I. Access to Digital Education

The Budget 2022 had an announcement of setting up 200 TV channels to give a boost to access to high quality content for each grade in the country. The content for these channels should be sourced by the State through a competition/challenge method. The States may encourage their teachers to contribute high quality content in various forms such as animation, mono-acting, drama, dialogues etc. to make teaching and learning more engaging for TV driven education. Handsome reward money may also be placed to incentivize teachers.

Nodal Officer Assigned: Dr. Sonu Lal Gupta

II. Institutionalize Peer Learning

There should also be a lot of emphasis on peer-to-peer learning in classrooms. A knowledge/academic quiz could be facilitated by dividing the classroom in two groups where each group should ask questions to the other group on the topics covered in the classroom. This will improve the learning trajectory of students. States/UTs may train their teachers for this kind of classroom interactions.

Nodal Officer Assigned: Dr. V. K. Pathak

In addition to above following priority areas have been identified for state:

- III. Based on the results of **National Achievement Survey-2021(NAS)**, Post-NAS remediation and other interventions may be designed to improve scores in both language and mathematics, particularly at grade III

Nodal Officer Assigned: Dr. Seema Yadav

- IV. NEP 2020 strongly propagated a **three-month school preparation module** to make children grade I ready, so Vidya Pravesh may be adapted/adopted by all the state and implemented from academic session 2022-23 onwards in all category of schools.

Nodal Officer Assigned: Dr. Ritiks Dabas

- V. The use of mother tongue is crucial, especially in primary grades to avoid knowledge gaps and increase the speed of learning and comprehension; therefore, state may take up teaching in mother tongue on priority.

Nodal Officer Assigned: Dr. Meena Sehrawat

- VI. The capacities of Teachers in innovative pedagogies and preparing high quality e-content on all digital modes may be built to ensure integration of technology in day to day teaching learning process.

Nodal Officer Assigned: Dr. V. K. Pathak

- VII. All areas of 21st century skills must be integrated in SCF from pre-school to grade 12th, teacher resources must be developed and every child must have access to imbibing these skills.

Nodal Officer Assigned: Mr. Sanjay Kumar

- VIII. State need to plan and initiate **Vocational Education exposure for classes 6-8**. Local arts and crafts may be identified, and local craftsmen may be involved to teach and train students; students who are aware of these traditional skills can be encouraged to help their peers learn.

Nodal Officer Assigned: Dr. Sunil Kumar

- IX. Student, teacher and school registries must be completed in the year 2022-23. States must also ensure 100% availability of ICT, Internet and electricity in all schools.

Nodal Officer Assigned: NA

- X. States and UTs may use **DIKSHA** and all other tech tools infrastructure provided at national level extensively for accessing quality e-content and contribute more for **quality vernacular/ local language e-content**. States and UTs may also think of having 100% energized textbooks with QR codes tagged to e-content.

Nodal Officer Assigned: Dr. Sapna Yadav

4. Other action points

I. **Minimum Government and Maximum Governance**

All systems, processes and procedures should be such that we ensure least interference of government in the ordinary life and life cycle of citizens and organizations.

Nodal Officer Assigned: Dr. Nahar Singh

II. **Access to Data**

Data is a goldmine and governance can reap rich dividends. The center and state should be on the same architecture so that data becomes interoperable.

Nodal Officer Assigned: Dr. Sonu Lal Gupta

III. **Ensure Sustainable Changes**

All change must be sustainable. Before modifying or shelving any aspect of governance, it is essential that an in-depth and detailed analysis of existing systems is done and about the context in which it had been prepared. Only then decisions on modification should be taken to make the change sustainable.

Nodal Officer Assigned: Dr. Nahar Singh

IV. **Initiate Micro-Improvements**

State must continuously undertake small improvements, new initiatives, small pilots, etc. Whatever is found to be successful can then be replicated at a larger scale.

Nodal Officer Assigned: Dr. Gaurav Sharma

V. **Promotion of Sports**

Sports economy is developing very fast in India. This must be tapped. Every state/UT can decide on, say, three sports activities that they want to focus upon. Then the state/UT should organize continuous sports competitions in these areas.

Nodal Officer Assigned: Dr. Deepika Malhotra

VI. **Initiate Reforms**

Central government is undertaking continuous reforms. State must use this opportunity to progress.

Nodal Officer Assigned: Dr. Nahar Singh

VII. **School Quality Assessment and Assurance (SQAA) Framework**

CBSE has prepared the School Quality Assessment and Assurance (SQAA) Framework which is a set of standard and best practices for attaining individual and institutional experience. It was informed that all the indicators of UDISE+ along with some additional

parameters have been incorporated in SQAA and a pilot was conducted covering different category of schools. CBSE was requested to share with MoE a detailed note on the nomenclature and process involved for SQAA so that the same can be shared with all States and UTs for adoption/adaption as per need.

Nodal Officer Assigned: Dr. Anil Kumar

VIII. National Mentoring Mission (NMM)

National Mentoring Mission (NMM) have been taken up by the NCTE. Under NMM, a unified learning interface in the form of a portal have been established where all mentors will remain connected the Blue Book for NMM will be shared shortly with all States and UTs.

Nodal Officer Assigned: Dr. Manisha Taneja

IX. National Professional Standards for Teachers (NPST)

National Professional Standards for Teachers (NPST) development have been taken up by the NCTE. The document on NPST is envisaged to help in determining the attributes of teachers at different levels of career pathways. NPST also focuses on the preparation, practice and performance improvement of all teachers.


Nodal Officer Assigned: Dr. Seema Srivastva

X. Performance Grading Index (PGI)

Performance Grading Index (PGI) for Districts for 2018- 19 and 2019-20 has been released by MoE. PGI for Districts is about Intra State ranking of districts and it assesses the performance of the school education system across 83 indicators. State is advised to use the report to work on the areas where a particular district in their State/UT is lagging behind.

Nodal Officer Assigned: Dr. Seema yadav

As per the directions and intents of minutes of meetings, the works/tasks under the purview of SCERT/DIETs are assigned to nodal officers and they will be asked to report to Joint Director, SCERT about the performance in the task on the monthly basis.

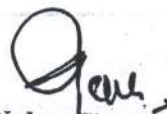

Dr. Nahar Singh
Joint Director, SCERT

Date:

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Copy to:

1. PS to Secretary, Education, Delhi
2. PS to Director, Education, Delhi
3. PS to Director, SCERT, Delhi
4. PS to SPD, SS, Delhi
5. Addl. DE (Schools)
6. Principal, DIETs
7. Concerned Nodal officer
8. WIM
9. Guard file


Dr. Nahar Singh
Joint Director, SCERT

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